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ABSTRACT

This report briefly describes an intergenerational, interagency project in Lancaster and Lebanon counties of Pennsylvania. The project attempted to show that with training and group bonding, members of different generations reading preschool materials together for 8 weeks could change their attitudes and habits about reading in general and reading to children in particular. It also attempted to show that using preschool literature and storytelling as the tool, a holistic, or whole language approach to reading would enhance learning. Evaluations of agency personnel and families showed that these expectations had been met. Publicity and interest in the project generated more money, services, students, and tutors for the Literacy Council. Eight appendixes include the following materials: (1) lists of 83 books in English and 16 in Spanish suitable for preschoolers and 69 books suitable for adults, used in the program; (2) a job description for an intergenerational teacher/coordinator; (3) program handouts and lists of videotapes used; (4) a questionnaire and evaluation forms; (5) a bibliography listing family literacy resources, including 21 books, 2 videotapes, and 4 foundations and other resources; (6) public relations activities and letters of support; (7) a sample family story; and (8) a sample request for funding. (KC)

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Intergenerational Literacy

A 1989-90 PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT EDUCATION DIVISION
353 PROJECT
#98-0001

ED 361 483

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FUNDING: $9370.

DURATION OF PROJECT:

July 1, 1989 to June 30, 1990 NUMBER OF MONTHS: 12

LVA Lancaster-Lebanon Literacy Council extends equal opportunities to all individuals without discrimination because of race, creed, color, sex, age, noational origin or handicap.

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ABSTRACT

This intergenerational, interagency project attempted to show that with training and group bonding, generations reading preschool materials together for eight weeks changed their attitudes and habits about reading in general and to children, in particular. It also attempted to show that using preschool literature and storytelling as the tool, a holistic, or whole language approach to reading enhanced learning. Evaluations of agency personnel and families substantiated this thesis. Publicity and interest in the project generated more money, services, students and tutors for the Literacy Council.

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OVERVIEW OF GRANT
BY
PROJECT DIRECTOR

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LANCASTER COUNTY COORDINATOR'S REPORT & EVALUATION

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DESCRIPTION:

This project proposed to develop an innovative education model by initiating a unique multi-generational and interagency literacy program, the ultimate goal being to break the illiteracy cycle by having generations use the libraries and read with pleasure to each other.

"The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children", Becoming a Nation of Readers: The Report of the Commision on Reading,1985. This quote refers to children, but can be equally relevant for adults. In Shirley Brice Heath and Charlene Thomas' paper, "The Achievement of Preschool Literacy for Mother and Child", a mother in a low-income home, in which parent-child reading had not been a habit, was encouraged to read to her toddler ten minutes a day and subsequently "finds her own way to numerous literacy socialization stategies. She has learned when and where to read to him, how to hold him and the book, and how to focus his attention on the book...In short she has achieved preschool literacy with De."

This project was conceived as a direct result of the LVA Lancaster-Lebanon Literacy Council's success with a one on one, tutor-student, family literacy approach. The parent, child and teacher learned a children's story by prereading and reading together. When the story becomes part of the parent/child experience, actual reading activities takes place. Because of this holistic approach, decoding and sight words fit into an experiential and reading context.

The Council decided to apply for a federal 353, special demonstration grant, to expand the scope of this approach to groups of adults and their families as well as continue the tutor and student one on one approach. Adults in Head Start and other low-income programs would meet together and discuss the "familiy read together" approach and then go home and read with their families. Relatives would help in a bonding process revolving around childrens' books, thereby strengthening the learning process.

Research, particularly that of Fingeret and Heath (1983), emphasize the importance of treating adult beginning readers and writers as individuals-in-social-networks." If language and books empower us, we owe it to non-readers and others for whom reading is not common, the unique opportunity of "literacy socialization" and bonding between parent and child, between groups of parents and their children. Consequently, the LVA Lancaster-Literacy Council with "353" funding embarked on a family literacy project with the following objectives:

1. To teach a minimum of eighty (80) adults in Lancaster and Lebanon Counties to read to their children using preschool materials.
2. Of those eighty parents/adults, to match with volunteer tutors and teach individually those who are reading below the fifth grade level (at least twenty (20) persons), and to raise the reading level of these parents

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at least one grade level in the reading comprehension section of the READ Test(published by Literacy Volunteers of America).
3. To teach eighty families to read together and use the library.
4. To provide eighty families packets containing two to three books, a bibliography of good preschool books to be found in their library, and an application for a library card, and a pamphlet of suggestions on reading to their child.
5. To "publish" a child's story from each family who chose to participate.
6. To generate publicity about intergenerational reading and the Literacy Council.
7. To introduce "Reading to Your Preschool Child" to parents in shelters.
8. To work cooperatively with libraries, Head Start Programs, shelter personnel and other agencies to help break the cycle of illiteracy for the families in the project and to further the ripple effect of this project in the community.

ADMINISTRATION:
A **Project Director**, the Lebanon Literacy Coordinator, **Jean Henry,** administered the program for both counties.
Family Literacy Coordinators, **Sandy Long and Ruth Morehead,** helped set up the program with agencies in Lebanon County.
Teacher-facilitators were Sandy Long in Lebanon, **Theresa Moran** in Lancaster, as well as **Head Start Home Visitor Case Workers.**
VISTA workers in both counties helped arrange meetings, test participants, and participated in training sessions.
Volunteer Tutors worked with those persons reading below the fifth grade. They were trained in the family literacy approach by the Family Literacy Coordinators.
Childrens' Librarians, JoAnne Foss and Pat Kline, helped identify books in the libraries deemed appropriate for the bibliography (printed on a bookmark and distributed to families) and those books ordered to be distributed to families. They read stories to the children and trained the parents and relatives, volunteers, teachers and tutors in story-telling and reading aloud techniques for preschool children. They familiarized project participants with the library.
Head Start Directors, Educational and Family Coordinators provided guidance and evaluation in program approaches, book and video selection. They referred and encouraged participants, as well as providing transportation, child care and follow-up.
Parents, relatives, children "published" their own stories.
A **Secretary** helped type and prepare the final report.

LOCATION:

The Project Director directed the project from the Literacy Council Office at 1 Cumberland Street, Lebanon, PA, 17042

The Lebanon Family Literacy Coordinator and the **Lebanon Community Children's Librarian** worked in the Library as well as other preschool and shelter sites.

The Lancaster Family Literacy Coordinator worked out of the Lancaster Office, 2109 New Holland Pike, Lancaster, PA, 17601.

Teaching and training sites for the parents, relatives and their preschool children were: In Lebanon at the Webster Manor Housing Project, the Lebanon Community Library, Head Start and Boost (a privately funded Head Start type program) sites. In Lancaster: at two Head Start sites, one in Lancaster City and one in Lancaster County, in homes and at the Gap Housing Project.

MATERIALS:

1. A teaching video,"Read to Me" from the Vancouver Library *
2. A Literacy Council Video to train volunteer tutors in the family literacy approach
3. High quality paperback preschool children's books*
4. Hardbound books given to the libraries by family literacy parents. (Books donated by Lebanon Valley National Bank.)
5. Reading Logs
6. Book Marks
7. Certificates
8. Questionnaires
9. Reading is Fundamental Flyers
10. Paper to "publish" children's stories.
11. Covers and labels for the stories.
12. Poloraid cameras and 40 packs of Polaroid film for publishing the childrens' stories. (Please see Appendix, "Resources", for ways to purchase a Poloraid camera by the Poloraid Corporations educational program.)

* We reviewed three other videos, "Books Kids Love" with Jim Trealease, "Drop Everything and Read", the "DEAR" Program, and Literacy Volunteers of America's "Reading With Children". We picked "Read to Me" for the following reasons: 1) it was shorter; 2) it was less intimidating; 3) the language was easier to understand; 4) it incorporated some interesting techniques, including puppets and music; 5) it showed the use of the library by children and their families and this was one of our primary goals.

* Criteria for choosing books included the following: 1) multicultural characters and story; 2) classic children's stories, ie stories that children and their parents have loved and are well written and illustrated; 3) books that are appropriate for adult new readers; availability in paperback and, therefore, price. (Please see Appendix.)

PROCEDURES:

The group reading projects were to begin in the summer as a Hispanic Library and playground project in Lebanon County. Funding was not forthcoming until late in 1989, so this part of the program was deferred until the summer of 1990. (Please see Lebanon County Reports.)

During January 1990, the Literacy Council began to work with Head Start. Head Start Parent Policy Committees were informed of and approved the project. Parents met together once a week for six weeks to discuss such questions as: " How will I find the time to read to my child? Why do I need to do this when they will be taught in school and I am not a trained teacher? What books will I use? How do I read to my child? " A video from the Vancouver Public Library, as well as other materials, were used to generate discussion and enthusiasm for the program. At least six different children's books, chosen by the Chidren's Librarians, Literacy Council and Head Start personnel, were read and discussed. Parents, who chose to do so, recorded their family's story and put it together into a "published" book. Teenage volunteers from the "Child Care" class at the Vocational Technical School helped record and put the books together. Parents and children then read their family's story together. One of the main goals of the project was to encourage good reading habits after the termination of the grant; families received incentives, such as free books, to get library cards and use the library. (Please see County Reports for a more complete description.)

As the "reading together" materials and parts of the program can easily be replicated, materials and ideas were distributed to all preschool programs in Lebanon by means of the Lebanon Valley Association for the Education of Young Children (LVAEYC) and the LVAEYC newsletter. The Lebanon County Cooperative Extension distributed information about the program and copies of the RIF "Reading Is Fundamental" brochures in their newsletters to young families and teen parents. Information about the program was released in newsletters and radio. (Please see "Public Relations" in the Appendix.) A reading specialist/classroom teacher from the Lebanon School District, the Head Start Educational Coordinator and the Lebanon Literacy Coordinator had a school district radio show on the subject.

A volunteer tutor was assigned to those persons who read below the fifth grade level or who spoke poor English, this after testing with the LVA READ or ESLOA test. Families of this group and their volunteer tutors were taught special techniques for intergenerational literacy in a two hour workshop led by the Family Literacy Coordinator. (A video was made of this workshop, which will be available through ADVANCE.) The handout for this meeting is included in this report in the Appendix, "Books used for families to read together".

A follow-up survey was distributed to the families to see if there has been a change in attitudes towards reading. Evaluation meetings were held by the Literacy Council for participating agency personnel.

METHODS:

The volunteer tutors used a whole language approach. Preschool stories by recognized authors were discussed and related to the family's experience. There was a progression of difficulty, from books with little or no text to books with more text. Experiental stories were recorded by volunteer tutors, parents or volunteers in the Lebanon County Vocational Technical School "Childcare Program". For the poorer readers this discussion, writing and telling of the stories provided the context for employing decoding, sight word strategies and eventual fluency for that story. The 1985 Report of the Commission on Reading states that phonics instruction needs to be incorporated in the actual reading material. For beginning reading students in our program, sight words are used in the context of the story and then moved out and memorized in various reinforcing activities. Rhyming activities, which many adult non-readers do not have, are naturally incorporated into most preschool reading books, thereby making word patterns easier to teach. Comprehension strategies are enhanced for all of the participants. If the parents have tape recorders, these can be used for teaching, story telling and recording strategies.

EVALUATION:

Seventy-five families participated in this project in a number of different program models. (Again, please see the Lancaster and Lebanon Reports.) Follow-up surveys were distributed to the families to see if there had been a change in attitudes toward reading. Evaluations were positive. Students who did not increase reading skills as tested were able to read at least one book to their children and thus found the reading process more pleasurable than before. Those who had never read to their children began to read to them. Library usage has increased. (Please see Lebanon and Lancaster Coordinator Reports.) Participating families received free books as well as books which were recycled. The books were obviously used as they became "dogeared". Books were given to the libraries in participant family names. The latter was possible because of a generous grant by Lebanon Valley National Bank to buy additional books to give to both families and the libraries. The Bank also collected used children's books to give to agencies for families to use to read together during the summer.

Nineteen adult students were determined to be below a fifth grade reading level according to the READ pretest. They were matched with volunteer tutors who had been trained in the family literacy approach. Except for several participants in the Lancaster area, who were in the

program for a year, students were tested after approximately ten weeks to three months in the family literacy program using the READ posttest. (Funding was not available until December 1989. Therefore we were not able to initiate any of our programs until January 1990. Most of the one to one tutoring did not begin until April 1990.) *Test scores for students who were post tested in less than three months the did not show any improvement. However, these same students responded very favorably on the evaluations. (For more detail on evaluations and test scores, please see the County Reports.)*

Evaluation meetings for participating agency personnel were held by the Literacy Council. Agency personnel were very positive and want to continue the program in the 1990-91 program year, with, in some cases some changes. The Head Start Family Literacy Program in Lebanon County did not generate as many participants as anticipated. During the 1990-91 year, the Lebanon Family Literacy Program, using funding from a Bell Atlantic Grant, as well as personnel and some materials funded by a Pennsylvania Department of Education Act 143 Grant, will follow the Lancaster County model more closely, in that we will train Head Start caseworkers to work directly with families. This should lessen the logistical problems such as transportation that we had during the 1989-90 year. Seven agencies will participate in 1990-91 in Lebanon County and three in Lancaster County, as well as students and their families who are enrolled in the Literacy Council. (Please see the County Reports for specifics.) The program will expand to: association residents in housing projects, teen parents at the Urban League, families using a playground in a housing association, small classes for Latinos in churches, the YMCA and Lutheran Day Care Programs. Training for caregivers is a particularly exciting component, because it compounds the number of families we can serve.

Except for the test scores of the participants in the volunteer tutoring program, our goals were met. To competently assess the efficacy of this approach, ie using children's books to teach adult students to read, there would need to be more time between pre and post testing and a control group of readers using other materials and approaches. This was not possible under the scope of this grant.

One of the interesting things we found was a need for children's literature reflecting Latino culture and written in English. Although a number of children's books reflecting our multicultural heritage were published in the 1960's, publishers apparently lost this commitment in the 1980's.

Tangential to this project and as an outgrowth of a need in the Latino community, we started in Lebanon a small ESL (English as a Second Language) program in a Catholic Church. Using a learning experience approach based on family stories, Latino women are learning to

understand, read and write English. Some of these women are writing children's stories to be used, not only with their families, but with other families in the community, and, perhaps, to be published.

PRODUCT:

1. This report
2. Materials for families:
   a. Bookmark with recommended books for families to read with their young children
   b. Seven day form or log for keeping track of books read
   c. Certificate for families who completed program
3. Materials for training and public relations:

   Videos

   1) Video to train literacy tutors: Developed, but copy sent needs to be revised. A better product will be sent to Advance and the Pennsylvania Department of Education in the fall of 1990 when we the Lebanon Vocational Technical School redoes the tape. (They did the original tape with poorly trained students.)

   2) To be developed: Videos for parents in projects to get them interested in the program. Videos and tapes for parents to use with preschool books.

   Handouts

   To train tutors who want to teach family literacy.

LEBANON COUNTY TIME SCHEDULE:

Fall of 1989	Met with Library and agency staff and parent policy committees.
January 15 - July 1, 1990	Ongoing family literacy sessions with Head Start & Boost.
April 1990	Family Literacy Training sessions for volunteer tutors. Pre-testing with READ test for one-one tutoring.
April-June 15	One to one tutoring by volunteer tutors using family literacy methodology.
June 15-July 30	Post-testing with READ test for one-one tutoring.
May 15- June 15	Evaluations of program.
June 15	Began project in Webster Manor, Lebanon playground area.
August 15-30	Mid-summer evaluation of summer program (Bell Atlantic Grant will pick up cost of program from 7/1/90)
June 30-August 1	Prepare and distribute final reports.

LANCASTER COUNTY FAMILY LITERACY SCHEDULE

Fall of 1989

1. Met with Head Start Director
2. Met with Head of Lancaster County Children's Library
3. Ordered children's and adult books to be used in the project

September of 1989

1. Incorporated family literacy into scheduled basic reading workshops
2. Scheduled 3 hour inservice for Family Literacy Workshop

January of 1990

1. Presentation of Family Literacy Project to Head Start staff
2. Distributed Family Literacy Contracts to Head Start Home Visitors to give to their clients for enrollment in the project
3. Family Literacy Workshop presented to volunteer tutors

February of 1990

1. Collected 27 signed contracts from Head Start staff
2. Book packets (3 books) given to 75 families who are in rural Head Start program. (Extra books for project donated by Lancaster County Library.)
3. Pre testing with the READ Test of students in one to one tutoring program

March-April of1990

1. Survey of Franklin Terrace and Gap Housing Projects for number of families with preschool children
2. Families, who have preschool children, visited in projects

May-June of 1990

1. Data collected from Head Start families
2. Gap Housing Project Family Literacy Program started

June of 1990

1. Evaluation of Head Start project
2. Evaluation of Gap project
3. Post test of one on one Literacy students with the READ Test

LANCASTER FAMILY LITERACY

I. GOAL: To introduce family literacy to adults by using children's books.

A. Target population
1. Rural families served by Head Start family visitor
2. Small group in a Gap Housing area
3. Franklin Terrace Housing project
4. Adults reading below 6th grade (students already enrolled in the literacy program and new students)

B. Cooperating Agencies
1. Community Action Program-Head Start
2. Lancaster Library
3. LVA Lancaster Literacy

II. OBJECTIVES:

A. To introduce family literacy through Children's books to at least 20 families in Lancaster County.
B. To reach families in rural Lancaster County on a one to one with the purpose of identifying those adults who need adult education.
C. Incorporate the family literacy concept into our basic literacy program.

To obtain the objectives of the program the following approaches were used: 1) a modified direct adult and child involvement 2) a direct adult, but indirect child involvement 3) a direct child and an indirect adult involvement. The type of approach we used depended on how and where the families could be introduced to the program of family literacy.

1. Housing Area Programs

A. Gap Housing Project

A modified direct adult and child approach was used in the Gap housing project and will also be used in the Franklin Housing project. In March a series of calls were made on the families who live in the project. There were five mothers who said they would be interested in being part of the family literacy project, but only three mothers and their children participated. Baby sitting was unavailable to the mothers in the project so the parents and children met in the living room of one of the apartments.

At the first session the parents were interviewed: it was found that one of the parents had a high school diploma and the other two had dropped out of school in tenth grade. The two mothers who needed to complete their schooling were not ready to proceed with further study at this time. (They will be put on our follow up list and will be contacted later about classes in their area or a volunteer will be assigned to work with them when they are ready.)

The pamphlet "Helping Your Children Become Readers" was discussed with the group at the first session, as well as the LVA program, "Reading with Your Children". "Reading with Children", a series of six sessions, shows parents working directly with their children, enhancing the process of reading and making it fun by doing parent-child activities such as: reading together, developing materials such as making puppets, finger plays, or using music in conjunction with reading.

B. The Franklin Terrace Housing Project

This program will not start until sometime during the summer or fall. Franklin Terrace is an inner city housing project that has been under reconstruction. The community center was not finished until the middle of May and many of the apartments are still being renovated. We intend to have a family literacy program there because of the interest shown by the tenfold committee and the need for adult education presence in an area where 60% of the adults do not have a high school diploma and Spanish is the first language.

2. Community Action-Head Start

The goal for this program was to try and reach that segment of the population that is difficult to serve because of distance and to identify those parents or care givers who needed more basic education.

This program involved a direct child and an indirect adult approach. An initial meeting with the Director of Head Start, Louise Brown, was held to determine which was the best way to involve the two agencies in the family literacy program. It was decided to target the families in rural Lancaster County who meet with Home Visitor Case workers. There were 75 families in the county who were targeted for the project. To coordinate our efforts and to decide how we would proceed with the project the Coordinator of the Family Literacy project met with the Home Visitors Educational Coordinator, Dot Kraller and the Children's Head Librarian. We discussed program guidelines. The Library furnished extra books to be used in the project and, at one of the monthly parents meetings, gave a presentation to the parents on using children's books and the use of the Library . The Home Visitor Case Worker, who works directly in the home on a one on one basis with the parents and children was utilized in the project. They saw the families once a week for approximately one to one and half hours.

The Home Visitor Case Worker did the initial enrollment in the program. All 75 families received three books and participated in various degrees in the project. Twenty seven individuals completed the project by giving us follow up data and their reactions to the project.The following Data was received from the 27 participants (Three were English as Second Language participants.)

A. Sex
   1. 26 Females
   2. 24 Mothers, 2 Grandmothers, 1 Father
B. Age
   1. 20-25: 8 participants
   2. 26-35: 15 participants
   3. 36-45: 4 participants
C. Education Completed
   1. 6th-8th grade: 3 participants
   2. 9th-10th grade:8 participants
   3. 11th grade: 11 participants
   4. 12th grade: 5 participants
D. Reading to Children (All participants agreed to read to their children.)
   1. Eleven participants read every day or several times a day to their children.
   2. Fifteen participants read two or three times a week.
   3. One participant read once a week.

The participants were not tested because the Head Start policy is that they must ask the staff any type of help and the Home Case Workers did not feel they had the time or background to test.

The Home Case Workers informed the parents of the Literacy program and the services the Council offers. The parents filled out evaluations of the books they read to their children and their reaction to the program. They were asked to include their address and phone number if they were interested in further information on education. The 27 individuals who participated said they enjoyed the program and will be contacted individually by the Literacy Council as a follow up. Fifteen families have visited the library book mobile and some have purchased books for their children. The children favorite books were Mr. Fixit, The Day Jimmy's Boa Ate the Wash, Winnie the Pooh, and The Very Busy Spider, to name a few.

Comments from the parents state: " I really enjoy reading with my children. It's the quiet time of the night when I read before bed. Some of the books given I have never read before. They are very amusing to me and children. Thank you very much." " Yes, it was very helpful to help the children learn to read." " You can always have fun reading. Children love just being with parents a special time just for them. Any book will do." and "It was a good inspiration for us to read. We got to the library more often because of this program."

3. Adults Involved or Evaluated in Existing Literacy Program

A direct adult and an indirect children's family literacy program was designed to be used for those adults who were already in our program and had preschool children or those with preschool children who subsequently enrolled in the program . As part of their curriculum, their tutors were instructed on how to use children's book to encourage them to read.

A. Eight students with preschool children were tested with the "Read" Test and their reading level were from 0- 5th grade.

B. The tutors who worked with the adults were all given a workshop or individually instructed on how to use children's material with their students.

1) A three hour workshop was held for those tutors who were going to use the children's books .
2) The collection of books the Literacy Council has were examined and the tutors were shown how to integrate them into their tutoring sessions.
3) The student with the help of the tutor would read the children's book they had chosen in their sessions . The student would read that book with the tutor until he or she was able to read the book with confidence and ease.
4) The adult students were shown how they could ask their children questions such as: having their children find different colors or objects in the pictures.
5) The student would then take the book or books home to read to their children and discuss with the tutor at their next session how their children responded and if they enjoyed the books.

The students involved in the program did not use their whole tutoring session using children's material but it was included as an integral part of their instruction.

III. EVALUATION AND PROGRESS OF STUDENTS:

The adult students were evaluated at the end of the formal program. The two students M.B. and C. A. were at a O grade level when they began the program. M.B., a mother of two with children in kindergarten and 1st grade was for the first time able to read a book to her children. She has not increased her reading level with formal testing, but she has made progress and has seen the need and enjoyment her children received when she was able to read to them. C. A., a mother who babysits with small children while her children are in school, has never had the opportunity to go to school in her native country. She knew how to read and write her name and address and taught herself to speak English by listening to T.V. She also has not increased her grade level but was able to read "GoodNight Moon" to the children she babysits and has made her children proud of her because she is learning how to read

E.Q. is a father of three, but when he began the program he was a father of one. E.Q. was referred to us by the State Police because he could not read the computer driving test. The program tested E. Q. at a third grade reading level and we encouraged him to enroll in the family literacy program. He was enthusiastic and said he would like to be taught everyday on his way home from work. He stated he had turned down several promotions at work because he wasn't able to read . E.Q. met with the tutor three times a week for one and a half to two hours per session. He is a conscientious and enthusiastic learner and his reading level improved one and a half grade levels with formal testing. E.Q. read every evening to his daughter and he stated that they both enjoyed the time together. The tutor was going to begin using E.Q. 's daughter in the sessions. She wanted to have E.Q. do some writing while his daughter would tell a story by either drawing pictures, telling a story, or the two of them would tell a story together. E. Q's wife had her twins early and because they had to be put on heart monitors his tutoring sessions have been put on hold for the time being.

Y. H. is a grandmother and a former business woman, who enrolled in the family literacy program because she wanted to read to her grandchildren. She has been involved in the literacy program for one year and read on a 2nd grade reading level when she first enrolled. Her reading level has improved to about a 5th grade, but the family literacy program added a new dimension to her reading, because she had not informed anyone in her family that she was involved in the literacy program. She gained enough confidence by reading the children's books with the tutor that she was able to read to her grandchildren for the first time. She was also able to share with her children her new found skill.

IV. THE FUTURE OF FAMILY LITERACY IN LANCASTER COUNTY

The concept of family Literacy will continue as part of the Lancaster Literacy program during the summer and into the fall. This summer we will be doing a program in cooperation with the Urban League for teen age parents who are not enrolled in the school system. The goal is to encourage them to continue their schooling either by returning to school or to enroll in an Adult Education program. As our program continues into the fall, we will be doing a Family Literacy program in the Franklin Terrace Housing project using volunteers and, where possible, the residents in the project. If we find there is enough interest from the parents to further their own education we will enroll them in our program or refer them to the Lancaster Adult Center.

LEBANON COUNTY COORDINATOR'S REPORTS

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Family Literacy Program
Lebanon County

The Family Literacy Program presently consists of a six part series of discussions. It is, however, an experimental program and we are very flexible regarding presentation and scheduling. Here are brief descriptions of the six different meetings as we have been experiencing them with the parents of Boost and Headstart students.

During our first meeting we discuss the memories the parent has of being read to as a child; present reading habits; why, what, where, and when to read to children. We view and discuss a n informative fifteen minute video entitled Read to Me. There is a display of different children's books and a demonstration of reading out loud. We address the subject of improving the adult's reading skills through reading to children. Referrals to the Literacy council's one to one tutoring program and to ABE and GED are welcome. We distribute and discuss the first free children's book, which is Margaret Wise Brown's Goodnight Moon or Molly Bang's Ten, Nine, Eight.

The second meeting takes place at the library with the children's librarian, who discusses with parents library services and techniques on helping pre-schoolers become print-oriented as published in **Helping Your Children Become Readers**, a pamphlet from RIF (Reading Is Fundamental). Those who do not have library cards will get one at this time. The children's librarian helps parents choose books appropriate to their child's particular needs to borrow from the library. All parents who have or obtain a library card will receive a free copy of a Mother Goose book.

Our third meeting on story telling skills is very popular. We discuss ways to foster interest in reading when circumstances dictate that actually reading a book would be impractical. (For example, riding in the car, when the parent is busy with another task, such as folding laundry or preparing a meal, or when time is short.) We discuss the use of puppets, toys, songs, and do a "doodle" exercise which also addresses pre writing skills in the younger child. Parents receive a free book to share with their children.

Children are invited to attend the fourth meeting with their parents for a story time at the library. Families are encouraged to select and check out library books before leaving.

Writing family stories is possibly our most popular meeting. Polaroids are taken of parents and children engaged in reading or story telling activities. The parents then write a simple children's book using these photographs. The children are asked to do the cover art. All supplies are provided by Family Literacy.

At our final meeting, we ask parents to discuss the program and how it has affected their own families' reading habits. We are also interested in feedback on how to improve our program. Parents are asked to complete a short evaluation questionnaire. Families will receive the children's book 500 Words and a certificate of completion.

At the first five meetings, coloring page reading logs are distributed to each family to enjoy for that week.

As an extracurricular incentive, we are offering a sign up book at the library for each group of parents. Parents sign and date the book each time they visit the library. Those parents who visit a certain number of times (this number varies with each group) will have a children's book donated to the library in their child's (or children's) name(s).

For more information on the Family Literacy Program in Lebanon County, please contact the co-ordinator, Sandy Long, at 533-5457, or the Literacy Council, 1 Cumberland Street, Lebanon, at 274-3461.

Lebanon County Family Literacy Program
Coordinator's Evaluation

It has been my pleasure to coordinate Lebanon County's first Intergenerational Literacy Program this year, a program funded by an experimental grant from the Pennsylvania Department of Education. Although we did not meet the numbers as specified by county in the original grant, it is my opinion that our Family Literacy Program is a success. Cooperation from county agencies is high, but many agencies plan their calendars a year in advance. Consquently, although organizations such as St. Andrew's Boost and Family Daycare Homes were anxious to have our program incorporated into their services, they were "all booked up" within the time limits of this grant.

Word of mouth is our most important recruiting tool, and that takes time. It is my belief that the profile of the parents with which we deal in this program indicates low self esteem. Because of this, and because they are aware that they are under-educated or otherwise socially disadvantaged, they are intimidated by anything that sounds like "education," i.e. library, books, literacy, reading. It is necessary that these parents hear from a trusted peer group member that our program is non-threatening and fun.

After six months, our program is gaining momentum. Our planned agenda for the next twelve months will affect possibly 400 individuals. I think that with proper backing and enough funding, our project can continue to grow. Public awareness is also starting to blossom, as evidenced by Lebanon Valley National Bank's recent contribution and its campaign to collect children's books from its customers.

My personal experiences facilitating Family Literacy classes with parents of Boost and Headstart students have been very gratifying. In my experience, parents who received inadequate parenting themslves are anxious to break the cycles involved, including that of familial illiteracy. With guidance from our program, parents recognize the importance of reading to their children. They are motivated by concern for their children to try things that they wouldn't do for themslves, such as: get a library card, try storytelling, even pursue a GED. I think they have the courage to take these risks because we provide them with a safe, non-judgemental, personalized environment in which to try. I was particularly pleased to learn that some of the parents in our program are teaching friends to read using techniques and materials from our

classes. I also feel that some of our one-to-one students are relieved to use children's books to learn to read. They do not consider it humiliating to use this easier technique and these more accessable materials because it is clear that they are doing it for their children.

I have found coordinating the Lebanon County Intergenerational Literacy Program to be exciting, challenging, and rewarding. I eagerly look forward to continuing the program under the present Bell Atlantic/ALA grant. If we can continue to grow as we have been and affect a greater number of people in the future, I do not think it would be overly optimistic to predict that we will notice a difference for the better in our public school population in the years to come.

Sandy Long

Sandy Long

Family Literacy Coordinator

Lebanon County Family Literacy Program
Results of Evaluation Questionnaires
Boost and Headstart Parents

78.5% of participants returned questionnaires

Results do not always add up to 100% because not everyone chose to answer every question and some questions asked that each answer which applied be checked.

Which part of our program did you enjoy the most?

27.2% storytelling
18.1% library visits
18.1% family books
13.6% receiving free books
9.0% discussion (instead of lecture)
4.5% learning to make reading to kids fun

Which part of our program did you enjoy the least?

4.5% should be longer
4.5% should have more parent involvement
36.3% specified that there was no part that they "liked the least"

Which part of our program do you consider the most valuable?

31.7% encouraged reading to kids
22.7% learned value of reading to kids
9.0% library visits
4.5% learned best books for kids

Which part of our program do you consider the least valuable?

I attribute the lack of any response to this question as a (misguided) attempt by the participants to avoid any perceived negative comments about the program or the instructor, with whom the participants had developed a warm rapport.

Do you think the number of sessions

50% should be more
45% is about right
0% should be less

Do you and your child(ren) enjoy the books we distributed?

68.1% My children like reading these books
40.8% One, some or all has (have) become favorites
9.0% We all ready own copies of one, some or all
4.5% WE really appreciate the books, but my child isn't really interested in them.

Do you have a library card?

81.7% yes
13.6% no

(This 13.6% represent those absent at library visit.)

Do you visit the library:

45.4% 2 or 3 times a month
13.6% weekly
13.6% almost never
(The same respondents who do not have cards.)
9.0% monthly
9.0% 5 or 6 times a year

Have you borrowed any of these from the library in the past six months?

68.1% children's books
31.7% adult fiction
31.7% video tapes
22.7% adult non-fiction
13.6% audio cassettes
9.0% LP records
0.0% art prints
0.0% talking books

Al 1 participants in the program who attended the library visits were introduced to all of the above (where they were located, how to check them out.) It appears that they checked out what they were most familiar with, as not many had realized the availability of prints and talking books.)

Do you remember that as a child, you were read to:

36.3% sometimes
22.7% rarely
22.7% never
9.0% every day

I found it interesting that two sisters (in different groups) remember this differently. The older sister remembers "every day" while the younger (by two years) remembers "sometimes."

How often are you able to read to your own child?

59.0% daily
36.3% 2 or 3 times a week
0.0% once a week
0.0% less than once a week
0.0% never (too busy with work)

Is there any other person who reads to your child?

27.2% fathers
27.2% other relatives, friends
22.7% child's grandparents
I found this interesting considering over 45% remember being read to rarely or never as children themselves.
13.6% teachers/caregivers
Of course it is 100% in reality since all children involved were students of Boost or Headstart but this represents parents' perceptions, also interesting.
9.0% child's sibling

Do you and your child(ren) like:

72.6% storytelling without books
77.1% singing songs
59.0% playing with puppets
(I think next year we will make puppets and put on brief puppet shows at one session.)
40.8% finger plays
(Next year we'll teach more finger plays.)

Do you feel that you are reading more to your children now as direct result of this program?

72.6% yes
27.2% no
Many "no" answers were qualified with "I always did read to them."

Do you consider it easier to find time now to read to your children?

59.0% yes
27.2% no
(Next year we must teach more ways to make time to read.)

Do you consider it more important now to read to your children than you did at the start of this program?

68.1% yes
18.2% no
Many "no" answers were qualified with "I always thought it was important."

Would you be willing to come to a family literacy meeting with another group of parents to:

63.6% help make family books
59.0% join the discussion
54.5% share a favorite book, fingerplay, story, or song
45.4% demonstrate reading to your child

Are there any books that are special favorites of your child(ren)?

the Clifford books
Sesame Street books
books about bears
fairy tales
Goodnight Moon
The Very Busy Spider
Harry and the Terrible Whatzit
the Berenstain Bears books
Disney books
The Day Jimmy's Boa Ate the Wash
The Three Little Pigs
Dragon in a Wagon
How Many Ways Can You Cut a Pie?

Thank you very much for answering these questions. Having this information will help us in our family literacy program. If you have any comments or suggestions about the program or about reading to children, please do so below.

"continue this program"

"Tell parents it is very important to spend time reading stories to their children, no matter how tired they may be. Children remember times like that."

"It's very educational. A person learns a lot."

"I always read to my children for fun. Until now I didn't know it was important."

"Continue this program. It's very interesting."

Lebanon County Family Literacy Program
Reading Log Evaluations

All parents of Boost and Headstart students with whom we met received weekly reading logs to complete at home with their children. Some parents reported that they did use the logs at home but did not return them.

50% of the parents returned completed logs

21.4% of all parents returned completed logs at least once

28.5% of all parents returned completed logs consistently

Parents used reading logs in a variety of ways, some only recording, some only coloring, some doing both.

One mother returned 17 completed logs for herself and three children. She did her own log each evening with her kids.

Some parents included their own "Family Books" on their logs.

The most popular books mentioned on the reading logs included:

the Clifford series
Baby Disney books
Mother Goose
fairy tales
Little Golden Books were very popular, probably because they are affordable and available

books by the following authors were also popular:

Stan and Jan Berenstain
Margaret Wise Brown
Eric Carle
Eric Hill
Mercer Mayer
Peggy Parish
Jan Pienkowski
Fred Rogers
Dr. Seuss

Lebanon County Family Literacy Program
Proposed Agenda: June 1990 - June 1991

Webster Manor Playground Program 6-18 to 8-20-90

Storytime every Monday afternoon presented by Lebanon County Library System's Children's Services Director Patricia Kline attracts as many as 16 children. Will culminate in short awards ceremony, appropriately publicized, August 20. Each child will be given a free children's book, booklist/bookmark, and certificate of participation. We will invite parents and hope to generate interest for fall sessions. Possibly at one storytime we will help the children write their own books.

Boost 1990-91 school year

We will work with parents of Boost students while children attend preschool. Program expected to be similar to last year's successful sessions. We will meet for 1½ to 2 hours each week for 6-8 weeks. Participating Boosts will be Webster Manor Boost, Covenant Boost II, and St. Andrew's Boost.

Headstart 1990-91 school year

Webster Manor Headstart as for Boost above because, like Boost, it is neighborhood oriented. To serve the majority of Headstart parents at other sites, and to avoid this past spring's logistical problems of space, transportation, and scheduling, we will hold 4-6 hours of workshops for Headstart staff and in-home visitors to train them in family literacy, literacy sensitivity, etc. They will distribute books and materials and monitor family reading habits. We expect to receive more referrals using this one-on-one guidance and will provide appropriate support.

YMCA Daycare 1990-91 school year

YPAC has expressed an interest in four 1-1½ hour meetings for parents of daycare students.

Agape Family Shelter

Agape would like to participate in our program; work schedules and rapid turnover of residents indicate an accelerated program, possibly with only 1 or 2 women at a time.

Bridgehouse (affiliated with Women in Crisis)

Bridgehouse is not expected to re-open this year but has expressed an interest; considers our program a reinforcement of healing and bonding necessary for dysfunctional families at a stressful time. A more structured shelter, it will provide specific meeting times.

Family Daycare Homes

Our association with FDH will directly affect at least 372 children and their families (50 care providers x 6 children each + 50 children at Annville center + 22 children in 2 group homes.)
We will be providing FDH with the following:
March - Family Literacy workshop for 50+ caregivers
Monthly - Speak at Newcomers Workshops to 4-8 new caregivers
Workshops whenever necessary for staff (teachers, aides, and social workers) to include family literacy techniques and awareness, literacy sensitivity, recognizing and counseling non-literate caregivers/parents
Workshops for volunteers to learn story telling. These volunteers will then visit daycare homes and center for ½ hour each week to do storytimes for the children. As caregivers are required to stay with children, they will witness modeling in a non-threatening, familiar environment.
Workshop for CJT (Concentrated Job Training) grant participants - Women trained by FDH to be daycare providers specifically in order to be removed from DPA rolls
Workshops for CDA (Certified Daycare Associate) trainees would consist of more intense family literacy training and sharpening of trainee's own literacy skills if necessary.
We have also provided FDH staff with Quick Assessment Test modified to suit their specific needs for use in orientation of daycare provider applicants and will provide one-to-one tutors trained in family literacy teaching technique for referrals.
We are also providing assistance in selecting and ordering children's books and reference books for staff for library aT new center in Annville.
We would like to provide each home or, ideally, each child, with a starter library of 4-6 books, as ownership is a powerful incentive for reading.

Lebanon County Housing Authority

In conjunction with Lebanon County Housing, we would like to produce a series of short video tapes using children's books to teach reading. The student would check out the tape and accompaning book at the housing office. They would return the tape but keep the book they had learned to read. We have purshased 80 bilingual (Spanish/English) children's books which we could use to make a series of tapes specifically targeted for Hispanic parents.

One-to-one tutors

We will again offer workshop/have workshop tape and materials available for tutors of students with young children. We expect referrals for this type of tutoring from Family Daycare Homes and other agencies.

APPENDIX

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BOOK TITLES

Arroz con Leche Popular Songs and Rhymes

Freya's Fantastic Surprise

One Fish Two Fish Red Fish Blue Fish

Snowy Day

The Very Busy Spider

Harry and the Terrible Whatzit

The Day Jimmy's Boa Ate The Wash

Where the Wild Things Are

Goodnight Moon

Gregory the Terrible Eater

A Tree is Nice

Whose Mouse are You

Fix-it

Ten, Nine, Eight

Children's Books Purchased with Funds from
Lebanon Valley National Bank

20 copies of each title:

at $1.95 each	**Animal Babies**
at $3.95 each	**Puffin Picture Dictionary**
at $1.95 each	**The Small Red Puppy**
at $1.95 each	**Go Away Bad Dreams**
at $4.95 each	**The Grouchy Lady Bug**
at $3.95 each	**It Looked Like Spilt Milk**
at $3.95 each	**The Little Old Lady Who Wasn't Afraid of Anything**
at $4.95 each	**Rosie's Walk**
at $3.95 each	**Sheep in a Jeep**
at $2.95 each	**Who's Afraid of the Dark**
at $4.95 each	**Where the Wild Things Are**
at $1.95 each	**The Truck Book**
at $1.95 each	**The Berenstain Bears Stranger Book**
at $3.50 each	**Max's Toys**
at $3.75 each	**Spot's Colors**

Eight of the above titles have also been in ordered in hardback to presented to the library in the names of Family Literacy Program participants' children.

Lebanon Community Library, Inc.
A Non-Profit Corporation
125 N. 7th Street
Lebanon, Pa. 17042

SUGGESTED LIST OF "READ-TO" TITLES

Asch, Frank	Any of the 'Bear' titles
Bang, Molly	Ten, Nine, Eight
Brown, M.	Four Fur Feet
Carle, Eric	Very Hungry Caterpillar; Very Busy Spider
Emberley, Ed	Drummer Hoff
Gackenbach, D.	Harry and the Terrible Whatzit
Gersten	Roll Over
Gilbert, E. P.	Too Many Live in My House
Hoban, Tana	I Read Signs; I Read Symbols; 26 Letters & 99 Cents
Hutchins, Pat	The Wind Blew; The Doorbell Rang; Happy Birthday, Sam
Jonas, Ann	Holes and Peeks
Keats. Ezra J.	Snowy Day
Keller, Holly	Ten Sleepy Sheep
Kessler, L.	Big, Big Box
Kraus, Robert	Gregory the Terrible Eater
Lobel, Arnold	'Frog and Toad' series
Peek, Merle	Roll Over
Tafuri, Nancy	Have You Seen My Duckling?
Viorst, Judith	Alexander and the Terrible. Horrible...
Watanabe, S.	What a Good Lunch; It's My Birthday
Wheeler, Cindy	the 'Marmalade' series
Williams, V.	The Little Old Lady Who Was Not Afraid of Anything

THE FREE LIBRARY OF PHILADELPHIA
KENSINGTON BRANCH

READING WITH YOUR PRESCHOOL CHILD

Concept books

P.D. Eastman	The alphabet book
Thomas Matthiesen	ABC, an alphabet book
Tana Hoban	1, 2, 3
Bill Gillham	Let's look for numbers
Molly Bang	Ten, nine, eight
Maurice Sendak	One was Johnny
Bill Martin	Brown bear, brown bear, what do you see?
Tana Hoban	Round & round & round

Books of participation and thought

Tana Hoban	I read signs and I read symbols
Peggy Parish	I can -- can you? (Four levels)
Miki Yektai	Sun rain

Mother Goose

Tomie de Paola	Tomie de Paola's Mother Goose
William Joyce	Mother Goose
Rodney Peppé	The house that Jack built
Steven Kellogg	There was an old woman

Wordless or nearly so

John Goodall	Creepy castle and Paddy Pork's holiday
Peter Spier	Noah's Ark
Nancy Tafuri	Early morning in the barn and Rabbit's morning
Tana Hoban	One little kitten
Ann Jonas	Two bear cubs
Margaret Wise Brown	Goodnight Moon
Charlotte Pomerantz	Where's the bear?
Pat Hutchins	Rosie's walk
Tomie De Paola	The hunter and the animals
Raymond Briggs	The snowman

Easy readers

Else Minarik	Little Bear
Arnold Lobel	Frog and Toad are friends
Mary Blount Christian	Swamp monsters
Joanna Cole	Bony-Legs
Caron Cohen	Sally Ann Thunder Ann Whirlwind Crockett
Berniece Freschet	Porcupine baby
Jean Bethell	Bathtime

A list compiled by Margaret Plotkin

- 3025-48
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THE FREE LIBRARY OF PHILADELPHIA
OFFICE OF WORK WITH CHILDREN

A SELECTION OF BOOKS TO USE WITH SPANISH-AMERICAN CHILDREN

Picture Books and Easy Reading

j	Belpré, Pura	Santiago
jE	Blue, Rose	I am here; Yo estoy aqui
jE	Felt, Sue	Rosa-Too-Little
jE	Keats, Ezra Jack	My dog is lost
jE	Lewis, Thomas	Hill of fire
jE	Talbot, Toby	I am Maria

Folktales

jE 398.4 B418o	Belpré, Pura	Oté; a Puerto Rican folktale
jE 398.4 B418p2	Belpré, Pura	Perez and Martina
j398.2 B418r	Belpré, Pura	The Rainbow-colored horse
j398.4 B418t	Belpré, Pura	The Tiger and the rabbit; and other tales (see "The Bed")
j398.4 C374j	Chardiet, Bernice	Juan Bobo and the pig

Poetry, Songs and Games

j811 P7697t	Pomerantz, Charlotte	The Tamarindo puppy & other poems
j784.624 P933p	Prieto, Mariana	Play it in Spanish; Spanish games and folk songs for children
j398.8 Sa57g	Sandoval, Ruben	Games, games, games—Juegos, juegos, juegos; Chicano children at play
j398.809 T638p		Tortillitas para mama and other nursery rhymes / Spanish and English
j784.[illegible]4 Y92f	Yurchenco, Henrietta	A Fiesta of folk songs from Spain and Latin America

4/87 Compiled by Barbara Baumgartner

A

LANCASTER LIBRARY

Title: CHILDREN BOOKS - **Suitable for adult reading**

Sort: AUTHOR

Author	Title
Allen	Who Sank the Boat
Anno	Anno's Alphabet
Bang	Just Like Daddy
Barton	Where's the Bear
Barton	Where's the Bear
Barton	Building a House
Bayton	H Is for Angry
Brown	4 Fur Feet
Burningham	Mr. Gumpy's Outing
Burningham	Mr. Gumpy's Motor Car
Burningham	Slam Bang
Carle	Very Busy Spider
Carle	Mixed Up Chameleon
Crews	Parade
Crews	Freight Train
Crews	School Bus
Defourneta	Going for a Walk
Ehrenberg	Bus, Monday Morning
Emberley	Drummer Hoff
Emmet	Up to 10 and Down Again
Fleet	Ask Mr. Bear
Galdone	Teeny, Tiny Woman
Hatch	Roll Over
Hoe	Hamilton Duck
Kraus,R	Chick & the Duckling
Kraus,R	Three Kittens
Kuskin	Kitten From 1-10
Lexau	I Read Signs
Lexau	I Write & Read
Mc Millan	My Hands Can
Mizumura	Titch
Mizumura	You'll Soon Grow Into Them
Mizumura	Wind Blew
Mizumura	Rosies Walk
Oppenheim	Happy Birthday Sam
Rockwell	The Doorbell Rang
Rojankovsky	Holes & Peeks
Shaw	Now We Can Go
Shecter,Ben	Big Red Bus
Slobodkina	Leo the Late Bloomer
Slobodkina	Milton the Early Riser
Slobodkina	Herman the Helper
Spier	Rain
Spier	Blue Bee
Spier	Crash, Bang, Boom
Spier,Peter	Bet a Car
Spier,Peter	In the Town
Spier,Peter	Where Are They Going
Spier,Peter	Dreams, Noises Around, Fire Engine
Spier,Peter	People Together

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File: CHILDREN BOOKS
Sort: APPIL 9

Author	Title
Isaac	Once:s Lullaby
Jerome	Dad's Back
Peters	City / County
Fox-Well	Thump, Thump, Thump
Fox-Well	Hont, Hont
Fox-Well	Big Wheels
Fox-Well	Toolbox
Geisel	One Was Johnny
Hines	Chicken Soup With Rice
Hines	Alligators All Around
Hines	The Surprise
Hines	It Looked Like Spilt Milk
Kraus	Rabbit's Morning
Kraus	Have You Seen My Duckling
Kraus	Big World, Small World
Kraus	Pumpkin, Pumpkin
Kraus	What a Good Lunch
Marshall	Marmalade's Snowy Day
Marshall	Marmalade Boy's

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TRAVIS COUNTY ADULT LITERACY COUNCIL

PALM SQUARE
100 NORTH IH 35
BOX 2200
AUSTIN, TEXAS 78701
(512) 478-READ
(512) 320-5760

PROJECT RAINBOW

STEPS IN THE PROCESS:

1. Tutor and student select a Reading Rainbow book and television tape.

2. Tutor and student view the selected Reading Rainbow tape, as stimulus and "advance organizer" for student learning.

3. Tutor and student practice reading the selected Reading Rainbow book for 10 minutes at the end of each tutoring session. Techniques may vary:

   a. Tutor reads a page aloud to student and then student reads the page aloud. Then let the student select one or two words that give him/her difficulty. Make word cards for those words and let the student practice the spelling and pronunciation. (Limit 2-3 word cards per page.)

   b. For the new adult reader a picture book may be used. The student tells a story while the tutor writes it down in manuscript and doublespaces. The tutor then reads the story the student has written to make sure he/she took it down correctly. REMEMBER, don't change the words, just the spelling. The student then reads the story and selects any difficult words for word cards. The student then practices the word cards and story until the student feels CONFIDENT that he/she reads it well enough to read it aloud to their children at home.

   c. A tutor may use the Project Rainbow question sheet for each of the Project Rainbow books. It includes questions on the characters and story line to aid the student in reading and enjoying the story. Enhances "reading between the lines," a very useful skill in improving comprehension.

4. Continue working on the book at a pace comfortable for the student until the book is completed. Continue to devote 10 minutes of your lesson to Project Rainbow. If your student is a more confident reader and is enjoying the book, then the time can certainly be extended.

5. When student is COMFORTABLE with the book, the book can be checked out of the Library for the parent to take home and read to or with a child. (If student lacks a library card, help him/her fill out necessary paperwork to apply.

6. Student returns book, selects another & process repeats.

7. Send in DOCUMENTATION of Project Rainbow books read to TCALC, 100 N. IH-35, Suite 2200, Austin, Texas 78701.

CHOOSING A PROJECT RAINBOW BOOK MATRIX

If your adult student's reading level is approximately:

If the child's age is:	Non-Reader	Grade levels 1-2	Grade levels 3-4
2 - 3	Moonlight Sunshine New Baby Picnic	Brown Bear, Brown Bear, What Do You See? Goodnight, Moon The Very Busy Spider The Very Hungry Caterpillar The Snowy Day There's a Nightmare In My Closet	Where The Wild Things Are A Tree is Nice
3 - 4	Moonlight Sunshine New Baby Picnic A Day On The Avenue Rain	Brown Bear, Brown Bear, What Do You See? Goodnight, Moon The Very Busy Spider The Very Hungry Caterpillar The Snowy Day There's a Nightmare In My Closet	Where The Wild Things Are A Tree is Nice

If your adult student's reading level is approximately:

If the child's age is:	Non-Reader	Grade levels 1-2	Grade levels 3-4
6 - 7	Frog Goes To Dinner Anno's Journey Magical Changes Sing, Pierrot, Sing A Day On The Avenue	Mama Don't Allow (RR) Mystery On The Docks (RR) Three By The Sea (RR) Miss Nelson Is Back (RR) Tight Times (RR) A Chair For My Mother (RR)	Tortoise and the Hare (RR) Gregory the Terrible Eater (RR) Perfect the Pig (RR) Arthur's Eyes (RR) Gila Monsters Meet You At The Airport (RR) Ty's One Man Band (RR) Louis the Fish (RR) Ablyoyo (RR)

If your adult student's reading level is approximately:

If the child's age is:	Non-Reader	Grade levels 1-2	Grade levels 3-4
4 - 5	Rain Moonlight Sunshine A Day On The Avenue Frog Goes To Dinner	The Day Jimmy's Boa Ate The Wash (RR) Mama Don't Allow (RR) Mystery On The Docks (RR) Three By The Sea (RR) One Fish, Two Fish, Red Fish, Blue Fish Mr. Brown, Can Moo! Can You?	A Tree Is Nice Gregory The Terrible Eater (RR) Tortoise and the Hare (RR) Perfect the Pig (RR) Abiyoyo (RR)
5 - 6	Rain Moonlight Sunshine A Day On The Avenue Frog Goes To Dinner Sing, Pierrot, Sing	The Day Jimmy's Boa Ate The Wash (RR) Mama Don't Allow (RR) Mystery On The Docks (RR) Three By The Sea (RR) One Fish, Two Fish, Red Fish, Blue Fish Mr. Brown, Can Moo! Can You? Miss Nelson Is Back (RR) Tight Times (RR) A Chair for My Mother (RR)	Tortoise and the Hare (RR) Perfect the Pig (RR) Abiyoyo (RR) Gregory The Terrible Eater (RR) Gila Monsters Meet You At the Airport (RR) Arthur's Eyes (RR)

INTERGENERATIONAL TEACHER/COORDINATOR

Job Description

1. Help coordinators set up program with agencies such as Head Start, Boost, housing projects, shelters, etc.

2. Be at parent or tenant council meetings to discuss project.

3. Attend meetings with librarians when librarians speak to parents/relatives about reading to children.

4. Practice skills with parents in subsequent group meetings using specific title chosen by librarian (same title for all members of group). Teacher/coordinator responsible for all sessions (5-7 depending on length of module) after first session when librarian runs meeting.

5. Help identify and test those parents who need reading help.

6. Set up appointments for 5.

7. Monitor family reading habits and attendance at meetings.

8. Keep attendance at meetings and help parents with reading charts. (Phone parents to remind them of meetings.)

9. Help parents select other books (library) for their children.

10. Help retest students reading below 5th grade level and record testing information.

11. Be responsible for "family reading habit" questionnaires - first meeting, final meeting, three (3) months after reading sessions stop.

12. Help compile statistics for final report.

13. Follow-up:
    Talk to agency personnel about replicating program in subsequent years. (Core books can be kept for subsequent programs. Funding might be available through Head Start.)

Children's Books as a Teaching Tool

Children's books are an excellent tool for teaching either reading or ESL. They are available everywhere from the grocery store to yard sales and do not require a large investment. Libraries generally have a larger and more varied collection of children's books than of easy to read materials for adults. One of the best things about using a child's book is that the illustrations provide plenty of visual cues.

If your student has children, grandchildren or other youngsters in his life, encourage him to learn to read children's books. Tell your student that the single most important factor in eventual success with reading for children is the bond that is created when an adult whom the child loves puts his arms around the child and reads her a book. A child's language development grows each time we read her a book, tell her a story, or sing a song with her. If your student is uncomfortable reading to his child just yet, advise him to tell stories and sing songs. The stories can be as simple as what the child did yesterday or as fantastic as imagination allows. Listening to stories helps a child develop valuable pre-reading skills such as story prediction and problem solving, builds vocabulary, and increases attention span. If you've ever read a book to a fussy toddler, you know it also has a calming effect.

Once your student realizes how important it is to read to his children even for only fifteen minutes a day, you will probably find there will be no humiliation involved using children's books in your lessons. The best for one's own children is a powerful motivator for most parents.

Here are some tips to get you started:

Choose a **predictable** book. A predictable book uses simple rhymes or a pattern in the text that helps the reader predict what's coming next in the story. They have a familiar story, such as a book based on a folk tale, game, holiday, season, task, or family routine. In a predictable book, the text on each page matches the illustration.

When you teach the book, start with the cover and title page. Ask your student what he thinks the story is about. Read the book to your student, slowly and naturally. Discuss the story and pictures and read it again.

The next step will be to read the book to your student in short 3 or 4 word phrases. Your student should repeat these phrases after you. This is called "echo reading". Now try "duet reading", which is reading the book with yo**u**r student. Read each page several times. Then read the whole book together. Finally, have your student read the book to you. Discuss how to use the book to expand the child's horizons. **The Very Hungry Caterpillar**, for example, could lead to a discussion about butterflies and cocoons or even the value of a balanced diet! Once your student has mastered a book, move on to new books but encourage him to frequently reread the first book.

Some suggested books:

Fix-It by David McPhail
The Very Hungry Caterpillar by Eric Carle
Goodnight Moon by Margaret Wise Brown
I am a Bunny by Ole Rissom
The Little Engine that Could by Watty Piper
Ten, Nine, Eight by Molly Bang
Marmalade's Nap by Cindy Wheeler
Where's Spot? by Eric Hill
Green Eggs and Ham by Dr. Seuss
Sheep in a Jeep by Nancy Shaw
Where the Wild Things Are by Maurice Sendak
Rosie's Walk by Pat Hutchins

Volunteer Storytellers Needed

The Lebanon County Family Literacy Program has a unique opportunity for people who love children and books. Volunteers are needed to run storytimes for pre-schoolers in Family Daycare Homes and eventually the Family Daycare Center in Annville.

Family Daycare Homes is a non-profit, non-sectarian organization which provides both intensive training for homemakers to become daycare providers and subsidized, quality daycare for financially disadvantaged families. Part of the training for caregivers and staff at Family Daycare Homes this year will be intergenerational literacy techniques. Trained storytellers who would visit the daycare homes and conduct storytimes would not only make a difference in the children's lives, but would also provide a model for caregivers. Many adults are uncomfortable reading aloud to children and are unsure of the techniques to use. As caregivers are required to stay with the children for whom they care at all times, they would witness an adult reading to children in a familiar, non-threatening environment. This "real life" type of experience would be the best possible training we could provide for them.

Volunteer storytellers will be trained in a short workshop on how to choose appropriate books, poems and fingerplays for pre-schoolers, as well as techniques for holding the children's attention and making storytime "something special".

We would like to be able to offer a half hour storytime in each daycare home and the center once a week. Storytellers can volunteer to conduct as little as one storytime per month or as many a week as they like.

The time and location of the storytime workshop will be announced. Perhaps you have experience storytelling at a school or library and won't need the workshop. If your own schedule doesn't permit the addition of storytelling at this time, maybe you know someone who would be interested. It's not necessary to be a reading or ESL tutor to take advantage of this opportunity. Anyone who is interested in volunteering to run a storytime, please call the Lebanon office at 274-3461 or Family Literacy Coordinator Sandy Long at 533-5457.

Using Children's Books to Teach Reading

Sample book: **Fix-It** by David McPhail

Step 1:

Talk to your student about the need for him/her to look at a book before reading it to a child. The parent should be familiar with the book in order to be able to explain a little about the story and to think of questions to ask.
Look at the cover of **Fix-It** together. Ask your student what he/she thinks this book is about. Your student will probably be able to tell you that the story is about a little bear who is upset that the TV is broken. She wants someone to "fix it."

Step 2:

Ask your student to listen while you read the book as if you were reading to a child. Your student should follow along, noticing what you do and how you do it. Read fairly slowly, but expressively and naturally. Start with the cover and inside title page, as discussed in Step 1. Read through the entire book. Check to make sure that the student is following along and that her/his eyes are on the right page. When you've finished, ask your student for comments or questions. Discuss the story and illustrations. Read the book to your student again.

Step 3:

In this step your student will practice reading the book by repeating after you. Start with the cover and run your fingers under the print as you read it. Break the sentences down into three or four word phrases. If your student has access to a tape player, you can make a cassette for her/him to use with the book at home. Be sure to let enough time on the tape for the student to repeat after you.

Step 4:

Discuss what you've done so far and why with your student. Talk about the connections between words and the illustration on a page. See if your student can identify the words that match the pictures. In **Fix-It**, you can use the words **Emma, television, TV, mother, father, fix-it man, balloon, cat, book,** and **Millie**. Reassure your student that if she/he forgets some words while reading to a child, that it's okay to relax and make up some words that fit the picture.

Step 5:

In this step, you and your student will read out loud together. Start with the cover, using your fingers under the print. Do several repetitions of each page. Next, read the entire story together. Repeat this duet reading if possible.

Step 6:

Have your student read the book to you. If he/she forgets a word, you help by giving the word. Repeat this at least once. If your student has not yet read the book to a child, by now he/she should be comfortable enough to do so.

Step 7:

Discuss with your student how to use the book to expand her/his child's horizons. **Fix-It**, for example, easily lends itself to discussions about problem solving, temper tantrums, and the advantages books have over TV as a source of entertainment and information. Spend time role playing these discussions. Take turns as the parent and as the child. Once your student has mastered this book, move on to new books but encourage her/him to frequently reread the first book.

Family Literacy Program
Lebanon County

The Family Literacy Program presently consists of a six part series of discussions. It is, however, an experimental program and we are very flexible regarding presentation and scheduling. Here are brief descriptions of the six different meetings as we have been experiencing them with the parents of Boost and Headstart students.

During our first meeting we discuss the memories the parent has of being read to as a child; present reading habits; why, what, where, and when to read to children. We view and discuss a n informative fifteen minute video entitled Read to Me. There is a display of different children's books and a demonstration of reading out loud. We address the subject of improving the adult's reading skills through reading to children. Referrals to the Literacy council's one to one tutoring program and to ABE and GED are welcome. We distribute and discuss the first free children's book, which is Margaret Wise Brown's **Goodnight Moon** or Molly Bang's **Ten, Nine, Eight.**

The second meeting takes place at the library with the children's librarian, who discusses with parents library services and techniques on helping pre-schoolers become print-oriented as published in **Helping Your Children Become Readers**, a pamphlet from RIF (Reading Is Fundamental). Those who do not have library cards will get one at this time. The children's librarian helps parents choose books appropriate to their child's particular needs to borrow from the library. All parents who have or obtain a library card will receive a free copy of a Mother Goose book.

Our third meeting on story telling skills is very popular. We discuss ways to foster interest in reading when circumstances dictate that actually reading a book would be impractical. (For example, riding in the car, when the parent is busy with another task, such as folding laundry or preparing a meal, or when time is short.) We discuss the use of puppets, toys, songs, and do a "doodle" exercise which also addresses pre writing skills in the younger child. Parents receive a free book to share with their children.

Children are invited to attend the fourth meeting with their parents for a story time at the library. Families are encouraged to select and check out library books before leaving.

Writing family stories is possibly our most popular meeting. Polaroids are taken of parents and children engaged in reading or story telling activities. The parents then write a simple children's book using these photographs. The children are asked to do the cover art. All supplies are provided by Family Literacy.

At our final meeting, we ask parents to discuss the program and how it has affected their own families' reading habits. We are also interested in feedback on how to improve our program. Parents are asked to complete a short evaluation questionnaire. Families will receive the children's book 500 Words and a certificate of completion.

At the first five meetings, coloring page reading logs are distributed to each family to enjoy for that week.

As an extracurricular incentive, we are offering a sign up book at the library for each group of parents. Parents sign and date the book each time they visit the library. Those parents who visit a certain number of times (this number varies with each group) will have a children's book donated to the library in their child's (or children's) name(s).

For more information on the Family Literacy Program in Lebanon County, please contact the co-ordinator, Sandy Long, at 533-5457, or the Literacy Council, 1 Cumberland Street, Lebanon, at 274-3461.

LVA Lancaster-Lebanon Literacy Council
P.O. Box 5283
Lancaster, PA 17601

Lancaster
2109 New Holland
Lancaster, PA 17601
717-295-5523

Lebanon
1301 Lehman
Lebanon, PA 17042
717-274-3461

LVA LANCASTER LEBANON LITERACY
INTERGENERATIONAL INFORMATION SHEET

NAME_____

ADDRESS_____

_____

PHONE_____

1. HOW DID YOU FIND OUR ABOUT THIS PROGRAM?

_____ HEAD START PROGRAM
_____ LANCASTER
_____ LEBANON

_____ FAMILY HEALTH OR COUNSELING CENTER

_____ ADULT BASIC EDUCATION PROGRAM

_____ COMMUNITY CENTER (SPANISH OR HOUSING)

_____ TUTOR

_____OTHER_____

2. DO YOU HAVE A LIBRARY CARD? YES NO

3. DO YOU BORROW BOOKS FROM THE LIBRARY?

YES OFTEN YES SOMETIMES NO

4. WOULD YOU LIKE TO JOIN US IN A PROGRAM ABOUT READING WITH AND TO YOUR CHILDREN?

YES NO

5. ARE YOU ENROLLED IN AN ADULT EDUCATION PROGRAM?

6. ARE YOU INTERESTED IN JOINING AN ADULT EDUCATION PROGRAM?

YES NO

PLEASE RETURN THIS INFORMATION SHEET TO:_____

LVA LANCASTER LEBANON LITERACY

INTERGENERATIONAL INITIAL QUESTIONNAIRE

DATE:

NAME_____ RELATION TO CHILD_____

ADDRESS_____ PHONE_____

_____

CHILD'S NAME_____ BIRTH DATE_____SEX____

CHILD'S NAME_____ BIRTH DATE_____SEX____

CHILD'S NAME_____ BIRTH DATE_____SEX____

WE ARE INTERESTED IN FINDING OUT IF YOU HAVE A CHANCE TO SPEND TIME IN READING TO OR LOOKING AT BOOKS WITH_____?

1. IF YOU DO, HOW OFTEN?

_____once a day
_____several times a day
_____two or three times a week
_____once a week
_____less than once a week
_____never (to busy with work)

2. Is there any one else who reads or looks at books with_____

3. How is that person related to the child?_____

4. Does_____go to daycare or preschool or to a baby sitter?_____

5. Does your family own any children's books?_____
If so, how many? 1-5_____; 6-10_____; 11-20_____; 20 plus____

6. Do you ever borrow books from the library?_____

7. Do you enjoy reading?_____

8. (If, Yes) Would you say you read _____a lot?
_____occasionally?
_____rarely?
_____never?

9. When you were a child , do you remember if you were read to everyday_____; sometimes_____; rarely_____; never_____

10. Would you be interested in improving your reading skills?____

11. Would you like us to help you enroll into a Literacy program or and Adult Education program?_____
(The Literacy program is a confidential program.)

THANK YOU VERY MUCH FOR ANSWERING THESE QUESTIONS. HAVING THIS INFORMATION WILL HELP US IN OUR FAMILY LITERACY PROGRAM.

FAMILY LITERACY
FOLLOW-UP QUESTIONNAIRE

A few months ago you and your child participated in a family literacy project on reading aloud in the home. You received a packet of books and information on how to read to your child. The directors of the Family Literacy project, which distributed the books, have developed this follow-up questionnaire to judge the effectiveness of the project.

Date: County:

NAME OF CHILD RECEIVING PACKET:

CHILD'S AGE:_____YEARS_____MONTHS

YOUR NAME:_____

YOUR RELATION TO THE CHILD:_____

ADDRESS_____Phone_____

1. Have you had to look at the books with your child?_____

2. How often are you able to sit down with your child to read or look at books?

   once a day_____
   several times a day_____
   two or three times a week_____
   once a week_____
   less than once a week_____
   never because of busy schedule_____

3. Is there any one else at home who reads to the child or looks at books with him or her_____?

4. How is that person related to the child?_____

5. How often does that person read to the child?_____

6. Have others in the family enjoyed the books?_____
   If yes, who?_____

7. Since receiving the packet of books have you borrowed books from the library?_____ or have you bought books?_____

8. Do you or your child have a favorite book?_____

9. Are you enrolled in a program to improve your reading or an Adult Education class?_____

10. Have you enjoyed being part of this project? If you care to add any comments that might be helpful to us about the packets or about the activity of reading to your child please do so below.

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"Reading With Children" - Literacy Volunteers of America, 5795 Widewaters Parkway, Syracuse, NY 13214-1846

FOUNDATIONS AND OTHER RESOURCES

Push Literacy Action Now; a community-based, non-profit literacy training and advocacy group - 1332 G Street SE, Washington, DC 20003

The Kenan Trust Family Literacy Project Guidebook Suite 1063, Starks Bldg., Louisville, KY

The Barbara Bush Foundation for Family Literacy, 1002 Wisconsin Ave. NW, Wash., D.C.20007

Penn State - College of Agriculture, Cooperative Extension - 1451 Peters Mt. Rd., Harrisbur PA 17111

Literacy

Editor:

The Family Literacy Program in Lebanon County is dedicated to breaking the familial cycle of illiteracy and promoting the child-parent literacy bond, which is the single most important factor in eventual success with reading.

We strive to get family literacy information and high quality children's books to financially disadvantaged families throughout the county, as well as to the families of non-literate parents who are being tutored one-to-one through the Literacy Council.

The response to our program has been encouraging. Parents are anxious to improve the quality of their children's lives and recognize that a love for reading is instrumental to a happy, productive life. Personnel at Headstart, Boost, Public Housing, Family Day Care Home, county libraries, shelters and other agencies are doing their utmost to assist us in our efforts.

Recently, Lebanon Valley National Bank presented the LVA Lancaster-Lebanon Literacy Council with a check for $1,440. With this money we have taken delivery of or ordered over 600 children's books for distribution to the families in our program. During May, the bank also collected used children's books from its customers. This campaign resulted in nearly 350 books to start or augment children's libraries at the above agencies.

On behalf of the Lebanon County Family Literacy Program, I would like to thank Lebanon Valley National Bank and its customers for their generous contributions and for recognizing the importance of intergenerational literacy. If your readers would like more information about our program or if they would like to contribute new or used children's books, they are asked to contact the Literacy Council 274-3461.

Sandy Lo
Family Literacy Coordinator

Lebanon Daily News
2/2/90

Protect the flag

Editor:

America!

Question: How does any one fe
when a father or mother, especial
these two, dies when one is in t
younger ages of life? It's bad enou
to loose a brother or sister, but to
without a family is a sorry situatio

No one can take away memorie
Especially if they are good ones.

Man can do anything toda
Women can do anything today. T
trouble is that man tries to outsma
others. Our forefathers and th
forefathers fought and died for t
country. We did the same, thi
ourselves. Too many forget. A
forget it is. What are Veterans? W
are they?

What is the Red, White and Blu
What does it stand for? Who fou
for it? Where is patriotism toda
Men died for it.

It isn't just a piece of cloth
whatever. It flies freely in the bre
if we let it. Let's keep it alive.

J. Rudi
Lebanon

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LANCASTER NEW ERA

112th Year — No. 35,340 METROPOLITAN ★★ LANCASTER, PA., SATURDAY, FEBRUARY 3, 1990 Home Delivered $1.00 a week Price 35¢

New program here aims to combat illiteracy

Offers free books to parents to read to their children

by Joe Byrne
New Era Staff Writer

Like scientists honing in on a cure for a deadly disease, literacy volunteers in Lancaster County believe a pilot program starting this month may help them achieve their own monumental task of erasing illiteracy.

Funded by the state Department of Education, it is called "Books are Beary Special Family Reading Program."

Three colorful, elementary-level books will be given away to parents who agree to read aloud to their child or children.

It is designed to break the "vicious cycle" of illiteracy and start a new cycle: parents who read to their children, who in turn learn to love books and read to their own children years later.

About 80 families in Lancaster and Lebanon counties are scheduled to start with the program, which is co-sponsored by the Lancaster County Library.

Also involved in the program is the Lancaster County Head Start program, which currently serves about 400 children in nine centers across the county, and a professional service sorority, Delta Sigma Theta Sorority Inc.

In a program called "School America," members of the Lancaster chapter of that sorority are promoting reading by asking adults to sign pledge cards, promising to read to a child.

Involving children is seen as a key to the effort.

Illiteracy is "something that tends to run in families," explained Mary Ann Gray, a reading specialist at Millersville University and a volunteer tutor for the LVA Lancaster-Lebanon Literacy Council, the umbrella organization coordinating efforts by about 10 county groups or agencies.

"It's a real vicious cycle. . . . Those families aren't going to have reading materials in the home, and the parents aren't likely to read themselves. And that's the way kids get to learn the value of reading."

Ms. Gray recalled her own personal experience with an adult student — a dedicated parent and hard worker named Ed. He simply did not know how to go about breaking his own family's vicious cycle of illiteracy, she said.

"My homework assignment to him was to read to his two (pre-school) daughters," recalled Ms. Gray, an assistant professor of education at MU. She gave him a book of simple Bible verses — written on about a first grade level. "I told him, 'You need to begin reading them a bedtime story.' . . . At first he was fairly nervous because he didn't know how to read very well."

She "took for granted that he could read to his daughters," she said.

A week later, Ed returned and reported that his assignment "did not go all that great," she recalled. "He said they wanted to watch TV, and they didn't get

See LITERACY, Page A-5

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Literacy

Continued from Page One

[illegible] looking at the pictures, [illegible] what really [illegible] she [illegible] were not sitting on his lap [illegible] be as reading. They were [illegible] ting across the room, plus he [illegible] to compete with a blaring television.

"He was illiterate even in understanding" of how to interest his daughters in reading, said

Ruth Morehead, director of the Lancaster Literacy Council, explained how the six-week Beary Special program works.

"Right now we're trying to identify parents who don't read to their children or don't know how," Mrs. Morehead said.

Once they are identified and agree to participate, adults will be asked to sign a printed contract specifying a child's name and how much time they will devote to reading aloud each week.

That will serve two purposes, according to JoAnne Foss, head children's librarian for the Lancaster County Library and president of the LVA Lancaster-Lebanon Literacy Council, 2109 New Holland Pike.

One is to benefit children, who will have the pleasure of being read to. The other is to identify adults, perhaps as many as 20, who would benefit from LVA Literacy-sponsored tutoring.

For each book they read, children get to color in or cover with a sticker seven balloons on a mini-poster. On the reverse side of the mini-poster is a area for recording each book read and its author.

Participants receive three of their own books to keep: "First It," "500 Words to Grow On" and either "Goodnight Moon" or "10, 9, 8."

Once the parent/child team has successfully completed their contract, they are awarded a certificate of completion as an incentive.

"Six weeks is the terms of the grant, but hopefully at the end of the six-week period parents would discover that this is a real pleasing experience, and the habit would be established," noted Ms. Foss.

The library is also involved in an overlapping program called Ready to Read, in which more than 900 packets of books will be given out primarily to clients of the Southeast Lancaster Health Center.

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.ibrary Lines Feb 1990

Program encourages reading

By JEAN HENRY
Lebanon Community Library

A family literacy grant funded by a special demonstration Pennsylvania Department of Education grant was received by the Lancaster-Lebanon Literacy Council to work with the Lebanon Community Library, and agencies serving low-income families in 1990 to achieve the following goals. 1. To teach parents of young children (or other family members) to read with their children. 2. To teach 80 low-income families to read together and monitor their reading together habits for an eight-week period. 3. To teach 20 adults to read better using children's books and an intergenerational approach.

Participating agencies in Lebanon will be Head Start and Boost (preschool programs), Agape (a shelter for women), Bridge House (a shelter), and perhaps, the YMCA day-care program. The Head Start program began on Jan. 12. A program with the Guadalupe Center will teach Hispanics who are interested.

Families enrolled in the program will meet together once a week for x weeks to discuss such questions as "How will I find the time to read to my child?" "Why do I need to do this when they will be taught in school and I am not a trained teacher?" "What books will I use?" "How do I read to my child?" Families will be introduced to the library, how to find appropriate children's books and encouraged to get a library card and use the library independently. Patricia Kline, Lebanon Community Library children's librarian, will discuss ways to read to or with one's child. Families will receive free books if they finish the program. Parents who need reading help will receive tutorial help from the literacy council. In addition, all families who are interested will receive the following.

1. Bookmarks with a list of recommended books for preschool children available for loan from the Lebanon County libraries. 2. Tips for parents on how to read to children, prepared by "Reading is Fundamental" or RIF. 3. Reading charts for parents to keep track of what books they read to their child. 4. Questionnaires to assess reading habits before and after the program.

A Family Literacy Coordinator, Sandy Long of Palmyra, has been hired by the Literacy Council to coordinate this project. Volunteer tutors will help monitor the "reading together progress of the families" in subsequent meetings and, in some cases, to help teach those parents who are reading below a fifth-grade reading level. The volunteer tutors will attend the first meeting of their group of parents and children with whom they will work[illegible]

At least six different children's books chosen by the children's librarians in Lancaster and Lebanon counties and Literacy Council and Head Start personnel will be discussed and read. Parents or other relatives will be encouraged to pick their own books from suggested library selections and will get a free "Mother Goose" book after they have applied for or have a library card. Parents will write their own stories to share with the group and their children. At the final meeting the parents will get together to discuss the program and will fill out a follow-up questionnaire and be given two books to [illegible]

As the "reading together" materials and parts of the program can easily be replicated, materials and ideas are being distributed to all preschool programs in the Lebanon County area by [illegible] of Lebanon Valley Association for the Education of Young Children members and their newsletter. Lebanon is also beginning an education program for the general public on this issue, the first radio program in conjunction with the Lebanon City School District was aired in October.

The Literacy Council has discovered that many, if not most, of the adult low-level readers do not have some skills they could have learned in preschool or, at least, by second or third grade, such as rhyming skills, auditory discrimination skills, understanding a story: i.e. what comes first, second, etc.; predicting what is going to come next, how the story might end, to name a few. It is hoped that programs such as this will make reading a pleasure, install long-term reading habits, introduce the library to families who might not like it and help break the cycle of illiteracy.

Henry is Lebanon [illegible] coordinator.

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Jon Zongaro / The Daily News

Ellen Whitmoyer (left), vice president, community banking group at Lebanon Valley National Bank; Mary Fleisher, Lebanon County Housing social services; Sandy Long, family literacy coordinator, and Patricia Kline, project director, check books that are used in a family literacy program.

6/9/90

Bank donates $1,440 to promote literacy

As part of its community outreach, the Lebanon Valley National Bank has given $1,440 to the LVA Lancaster-Lebanon Literacy Council and the Lebanon and Lancaster libraries to buy books for 80 low-income families to read together.

The bank also advertised the need for books for children to their customers and collected many more books at their bank branches in Lebanon and Lancaster. The project benefits the community by promoting family literacy, lifelong reading and positive attitudes towards books and education.

The partnership between private business, the literacy council and the libraries is part of a Family Literacy Grant funded by the Pennsylvania Department of Education to teach parents of young children (or other family members) to read with their children, to teach 80 low-income families to read together and monitor their reading together habits for an eight-week period and to teach 20 adults to read better using children's books and an intergenerational approach.

The project, begun in January, has served over 115 families in both counties. The grant will continue through July in both counties and in Lebanon County through 1991, funded in part by a Bell Atlantic Family Literacy Grant.

Participating agencies in Lebanon are: LVA Lancaster-Lebanon Literacy Council, Lebanon and Lancaster library systems, Lancaster and Lebanon Head Start programs, Boost program, Agape, Bridge House and YMCA, Lebanon County Cooperative Extension Association and Penn Advertising.

During the school year, the program included a six-week program for families where caretakers discuss concerns such as: "How will I find the time to read to my child?"

Families also attended sessions where at least six different children's books are discussed and read by families. They were then encouraged to pick their own books from suggested library selections.

Materials and ideas have been distributed to all preschool programs in the Lebanon County area by the Lebanon Valley Association for the Education of Young Children, its newsletter, and at the Children's Festival at the Lebanon Valley Mall. The cooperative extension distributed tips for parents and suggested preschool books in all of their newsletters to parents.

Books collected at bank branches will be distributed to Head Start families in both counties and Boost and Webster Manor families in Lebanon County for summer reading. Other summer projects planned for Lebanon County include working with Agape and Webster Manor parents.

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COMMUNITY ACTION PROGRAM *of Lancaster County*

630 ROCKLAND STREET • P.O. BOX 599 • LANCASTER, PA 17603 • PHONE 717 299-7301

Child Development Program
"Head Start"
630 Rockland Street
P.O. Box 599
Lancaster, PA. 17603

Ms. Ruth Morehead
2109 New Holland Avenue
Lancaster, PA. 17601

July 24, 1990

Dear Ruth,

The Child Development Program of the Community Action Program of Lancaster County operates Head Start Programs in Lancaster City and County for approximately 435 families. Family literacy is and will continue to be strongly supported by the program. Parents are encouraged to read to their children daily and when a family shares a literacy problem with our staff referrals are made to the Literacy Council for help. Also, books are an every day part of our children's program.

Sincerely,
Carol B. Winters
Carol B. Winters
Program Director

BW/sh

Pennsylvania Directors' Association for Community Action
Member Agency

New books dedicated to young readers-to-be

Patricia Kline (right), children's librarian at the Lebanon Community Library, reads to 4-year-old Alicia Majka as Alicia's mother, Lisa, looks on. Kline is reading a book donated through the Lebanon County Family Literacy Program.

Pat Seaman / The Daily News

Nine books donated to the Lebanon Community Library's children's section through an activity sponsored by the Lebanon County Family Literacy Program have been inscribed with the names of enthusiastic young readers-to-be.

The books were purchased by Lebanon Valley National Bank and dedicated to children whose families visited the library most often during the LCFLP's recent "Families Reading Together" program.

The program was conducted for Boost and Head Start students and their families. While the children attended pre-school classes, parents met with Family Literacy Coordinator Sandy Long, who emphasized the importance of reading to children, discussed various children's books and explained how parents can help their children develop a love for books.

The new books and the children to whom they are dedicated are as follows:

From Head Start: "Berenstain Bears Learn About Strangers," Joeseph Watson, son of Janet Watson; "Lon Po Po," Yaasmiyn Rivera, Santos Robles and Samuel Robles, children of Miriam Rivera; "Rosie's Walk," Kevin and Candy Chadwick, children of Karen Chadwick; "Where the Wild Things Are," Tina and Steven Hagerich, children of Joan Hagerich.

From the Covenant Boost II: "The Grouchy Ladybug," Mark and Thomas Oliver, sons of Harriet Gillen; "Go Away Bad Dreams," Eric Wise, son of Barbara Boyer and Ronald Wise.

Form the Webster Manor Boost: "Chicka Chicka Boom Boom," Alicia Kyle and Shaina Majka, children of Lisa Majka; "Who's Afraid of the Dark," April and Ashley Uffner, daughters of Denise Uffner; "Arroz Con Leche," Rebecca and Joseph Barrett, children of Sandy Barrett.

The LCFLP is run under the auspices of the LVAS Lancaster-Lebanon Literacy Council and the Lebanon Community Library.

Library gets $5,000 grant

The Lebanon Community Library was selected as one of 26 mid-Atlantic region libraries to receive a $5,000 grant and participate in the Bell Atlantic/American Library Association Family Literacy Project.

The program was designed to create a network of community libraries providing family literacy programs.

An ALA/Bell Atlantic advisory board selected the library's proposal from among more than 60 submitted by teams of education and literacy specialists and librarians from a seven-state mid-Atlantic region. The funds will be used by the recipients to begin new local family literacy programs and improve existing efforts.

In addition to the $5,000 grants, components of the Bell Atlantic-ALA Family Literacy Project include a literacy fair, a training seminar for librarian/literacy specialist teams, an ALA clearinghouse of family literacy materials, and an awards program honoring the most outstanding family literacy initiatives developed by participating libraries.

The American Library Association, established in 1876, is the oldest and largest library association in the world. Its 50,000 members include librarians, libraries, publishers, authors, public library trustees and friends of libraries. The ALA also founded the Coalition for Literacy, which sponsored the successful Ad Council literacy campaign

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Lebanon County Housing Authority

Title XX Social Services Program

June 22, 1990

Lancaster-Lebanon Literacy Council
1 Cumberland Street
Lebanon, Pa. 17042

To Whom It May Concern:

I want to take this time to tell you how much we enjoyed your Family Literacy program. The relations that have evolved from these weekly meetings can only help to improve communications with everyone.

Sandy Long and her aide Casey did a wonderful job teaching. It was exciting listening to her teaching skills and information. I know our Boost parents looked forward to our meetings each week. They really enjoyed getting a free book also.

I am hoping you will offer our Lebanon County Housing Boost program a family reading-literacy program again this year. We really need it.

Thank You,

Mary C. Fleisher

Mary C. Fleisher
Caseworker, Lebanon County Housing/
Social Services

WEBSTER MANOR COMMUNITY BLDG.
1012 Bmak Dr. / Lebanon, PA 17042 / Phone (717) 272-6621

PROPOSAL FOR THE LEBANON VALLEY NATIONAL BANK
USE OF COMMUNITY REINVESTMENT FUNDS
BOOKS FOR A FAMILY LITERACY PROJECT
BUDGET

80 families X $4.50 X 4 books=	$1440.
OR	
80 families X $4.50 X 2 books=	$720.

One half of the money would be spent in Lancaster County for free books for forty families and the other half would be spent in Lebanon for an equal number of families.

These books would be part of a "Family Literacy Grant" funded by the Pennsylvania Department of Education which has the following objectives: 1. to teach parents of young children (or other family members) to read with their children. 2. to teach 80 low-income families to read together and monitor their reading together habits for an eight week period. 3. to teach 20 adults to read better using children's books and an intergenerational approach. (*We need more money and books because so many families have signed up for the program. In addition, the Lebanon Community Library and the Literacy Council will be working together to continue the grant in 1990-91.)*

Participating agencies are: The LVA Lancaster-Lebanon Literacy Council, the Lebanon and Lancaster Library Systems, the Lancaster and Lebanon Head Start programs, the Boost program, Agape, Bridge House and the YMCA, and Penn Advertising (Penn Ad plan to do billboards for family literacy in the spring of 1990).

The program includes a six week program for families where caretakers discuss concerns such as: "How will I find the time to read to my child? Why do I need to do this when they will be taught in school and I am not a trained teacher? What books will I use? After discussion families attend more sessions where at least six different children's books are discussed and read by families. They are then encouraged to pick their own books from suggested library selections. Incentives include a free "Mother Goose" book after they have applied for or have a library card and free books, as well as free tutoring or referrals to appropriate educational agencies for those parents who cannot read or wish to pursue a high school diploma.
The following materials are distributed to families:

1.a list, on easily read bookmarks, of preferred library books available for loan from libraries
2.tips for parents on how to read to children, prepared by "Reading Is Fundamental"
3.reading charts for parents to keep track of what books they read to their child
4. a questionnaire to preview and review reading habits.
5. three to four free books for families to read together.
6. a certificate when families have completed the program.

As the "reading together" materials and parts of the program can easily be replicated, materials and ideas are being distributed to all preschool programs in the Lebanon County area by means of LVAEYC (Lebanon Valley Association for the Education of Young Children) members, their newsletter, and at the Children's Festival at the Lebanon Valley Mall in April. The Cooperative Extension will distribute tips for parents and suggested preschool books in all of their newsletters to parents.

Lebanon Valley National Bank would be responsible for the following:

1. money for books.
2. labels inside the books denoting their gift.
3. setting up publicity.

The Literacy Council and the libraries would be responsible for the following:

1. ordering the books, billing and paying for them.
2. distributing the books to the families.
3. arranging for the Literacy Coordinators, Library Personnel to participate in the publicity.

This project would benefit the community by promoting family literacy, thereby improving family attitudes towards reading and education. It would benefit the bank because of the positive public publicity generated by the media and the publicity for the bank on the labels in each book.

Contacts:

Lebanon

Jean Henry
273-6575 home
274-3461 work

Lancaster

Ruth Morehead
1-295-5523

The labels should say something like this, but must include the reference to the Pennsylvania and U.S. Departments of Education:

This book has been donated by
The Lebanon Valley National Bank
to
promote family literacy
in
Lancaster and Lebanon Counties

This is part of a LVA Lancaster-Lebanon Literacy Council Family Literacy Program funded in part by the U.S. Deparument of Education and administered by the Pennsylvania Department of Education.